

Southgate Academy

ARIZONA SCHOOL REPORT CARD 2003-04

850 W. Valencia Road, Tucson, AZ 85706

Southgate Community Development Corp.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Small School**

** Some schools will not receive an Achievement Profile until October 2004.

High School
Achievement Profile *

Small School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Sherry D. Matyjasik
Schedule : 8:00 AM to 4:00 PM
Grades : K-11
2003 Enrollment : 550
Web Address : www.southgateaz.org
Phone Number : (520) 741-7900
Fax Number : (520) 741-7901
E-mail : southgatecdc@cs.com

Mission

The mission of Southgate Academy is to successfully promote a higher standard of education, establish a safe environment for learning and social development, enabling students to become lifelong responsible citizens.

School / Academic Goals

- ü The goal of the Academy will be accomplished by adhering to the following standards. Health Education, Reading, Mathematics, Science, Writing, Social Studies including Civics and Government, Listening and Speaking, Viewing and Presenting Skills.
- ü Develop appropriate strategies for each grade level enabling the teacher to evaluate each child's progress.

Instructional Programs

- ü All-day Kindergarten Classes
- ü On-site Special Education
- ü Core Knowledge Sequence
- ü Balanced Literacy Program

Enrollment

October 1, 2002 School Year Student Enrollment : 557
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 515

Calendar Information

Number of Instruction Days : 179
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/19/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 3 School Administrator(s)
- 0 Non-certified Employee(s)
- 7 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- ü School Safety Team
- ü Student Discipline
- ü Student Council

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	7.00	Teacher	26.00
Other Professional Staff	.00	Teacher Aide	.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	1	12
4 to 6 years	0	1	0	0
7 to 9 years	0	0	0	0
10 or more years	3	1	0	0

Shared Responsibilities

School

Southgate Academy will serve all children. The Academy is committed to a policy of non-discrimination in relation to race, color, religion, gender, age, national origin and disability.

Parents

Parents/Guardians of Southgate Academy students are responsible for reading and understanding the contents of the student handbook and meeting all requirements. Parents/Guardians sign a statement that documents their understanding of the contents.

Resources Available at School Site

Special Facilities

- ü Science Lab
- ü Computer Lab

Extracurricular Activities

- ü Community Sports Conference
- ü Tucson Interscholastic Athletic League
- ü Rhythmic Studies - Band
- ü SIT Program - Students In Training

Social Services

- ü Gator Care Before/After School Program

Transportation Policy

Transportation for the school year is provided by the parents/guardians of the students in collaboration with the Public transportation for those students who qualify.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Lunch program was implemented this year and has been very successful in providing nutritional meals for our students.

ü The Technology and E-rate grants made it possible to implement computers in every classroom.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Tucson Interscholastic Athletic League Championship	2003
ü Tucson Interscholastic Athletic League Runners-up	2002
ü Salt and Light Community Award of Tucson	2001

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	--	95	94	96
Transfers Out ³	23	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	2	10	10	9
Promotion Rate ⁶	97	99	98	95
Retention Rate ⁷	3	1	2	5
Dropout Rate ⁸	9			8
Status Unknown ⁹	3			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	50	28
Grades 3-4	73	66
Grades 4-5	69	47
Grades 5-6	61	79
Grades 6-7	70	33
Grades 7-8	79	69

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	75372	98	98	101	463	463	523	29	29	9	55	55	25	16	16	36	0	0	30
All Students (Prior Year)	40	40	70809	NA	NA	NA	470	470	518	35	35	11	45	45	27	16	16	35	3	3	27
Female	13	13	36901	100	100	101	452	452	524	42	42	8	50	50	25	8	8	36	0	0	31
Male	28	28	38385	97	97	101	467	467	523	23	23	9	58	58	24	19	19	36	0	0	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	30	30	29103	97	97	99	459	459	510	34	34	12	55	55	31	10	10	36	0	0	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	NC	NC	34597	NC	NC	98	NC	NC	535	NC	NC	4	NC	NC	20	NC	NC	38	NC	NC	38
Students with Disabilities	41	41	8057	102	102	99	463	463	496	29	29	23	55	55	31	16	16	28	0	0	17
Students without Disabilities	--	--	67315	5	5	101	--	--	525	--	--	8	--	--	24	--	--	37	--	--	31
Limited English Proficient Students	--	--	16925	--	--	112	--	--	482	--	--	27	--	--	40	--	--	26	--	--	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	41	41	26325				463	463	504	29	29	15	55	55	34	16	16	33	0	0	18
Non-Economically Disadvantaged	--	--	49047				--	--	530	--	--	6	--	--	21	--	--	37	--	--	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	42	75221	100	100	101	490	490	523	46	46	8	13	13	16	33	33	56	8	8	21
All Students (Prior Year)	40	40	70860	NA	NA	NA	490	490	524	26	26	9	32	32	17	35	35	45	6	6	30
Female	13	13	36833	100	100	100	489	489	526	50	50	6	8	8	15	33	33	56	8	8	23
Male	29	29	38319	100	100	101	490	490	520	44	44	9	15	15	17	33	33	56	7	7	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	31	31	29019	100	100	99	482	482	513	57	57	12	10	10	21	30	30	55	3	3	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	NC	NC	34543	NC	NC	97	NC	NC	531	NC	NC	4	NC	NC	12	NC	NC	58	NC	NC	26
Students with Disabilities	42	42	8006	105	105	99	490	490	505	46	46	22	13	13	23	33	33	42	8	8	13
Students without Disabilities	--	--	67215	0	0	101	--	--	524	--	--	7	--	--	16	--	--	56	--	--	21
Limited English Proficient Students	--	--	16853	--	--	112	--	--	489	--	--	29	--	--	36	--	--	32	--	--	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	42	42	26256				490	490	509	46	46	14	13	13	24	33	33	51	8	8	11
Non-Economically Disadvantaged	--	--	48965				--	--	528	--	--	5	--	--	13	--	--	58	--	--	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	35	73654	83	83	99	487	487	530	41	41	9	22	22	13	38	38	70	0	0	7
All Students (Prior Year)	38	38	68592	NA	NA	NA	484	484	542	42	42	9	19	19	12	39	39	63	0	0	16
Female	11	11	36239	85	85	99	501	501	537	20	20	7	40	40	11	40	40	72	0	0	10
Male	24	24	37301	83	83	98	481	481	523	50	50	12	14	14	15	36	36	68	0	0	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	26	26	28348	84	84	96	478	478	520	52	52	13	20	20	17	28	28	65	0	0	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	NC	NC	33924	NC	NC	96	NC	NC	537	NC	NC	5	NC	NC	10	NC	NC	75	NC	NC	9
Students with Disabilities	35	35	7306	875	875	90	487	487	506	41	41	24	22	22	20	38	38	52	0	0	4
Students without Disabilities	--	--	66348	--	--	100	--	--	531	--	--	8	--	--	13	--	--	71	--	--	8
Limited English Proficient Students	--	--	16422	--	--	109	--	--	495	--	--	30	--	--	27	--	--	43	--	--	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	35	35	25711				487	487	514	41	41	16	22	22	19	38	38	61	0	0	3
Non-Economically Disadvantaged	--	--	47943				--	--	535	--	--	7	--	--	11	--	--	74	--	--	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	76230	98	98	101	443	443	498	55	55	12	29	29	38	5	5	12	11	11	37
All Students (Prior Year)	40	40	72888	NA	NA	NA	442	442	494	44	44	14	44	44	40	6	6	12	6	6	34
Female	24	24	37247	100	100	100	453	453	500	43	43	11	43	43	40	0	0	13	14	14	37
Male	17	17	38725	94	94	101	430	430	497	71	71	14	12	12	37	12	12	12	6	6	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	28	28	28100	100	100	98	448	448	482	46	46	18	35	35	47	4	4	11	15	15	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	NC	NC	35389	NC	NC	96	NC	NC	514	NC	NC	6	NC	NC	32	NC	NC	14	NC	NC	48
Students with Disabilities	40	40	9022	571	571	105	440	440	465	57	57	31	30	30	43	5	5	8	8	8	17
Students without Disabilities	NC	NC	67208	NC	NC	100	NC	NC	500	NC	NC	12	NC	NC	38	NC	NC	12	NC	NC	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	40	40	25037				440	440	477	57	57	21	30	30	47	5	5	11	8	8	21
Non-Economically Disadvantaged	NC	NC	51193				NC	NC	507	NC	NC	9	NC	NC	35	NC	NC	13	NC	NC	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	76202	98	98	101	484	484	505	51	51	19	26	26	24	18	18	46	5	5	11
All Students (Prior Year)	39	39	72779	NA	NA	NA	488	488	505	35	35	21	35	35	20	26	26	43	3	3	15
Female	24	24	37231	100	100	100	489	489	507	41	41	16	27	27	24	23	23	48	9	9	13
Male	17	17	38718	94	94	101	479	479	503	65	65	22	24	24	24	12	12	44	0	0	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	28	28	28090	100	100	98	486	486	497	50	50	28	27	27	30	15	15	37	8	8	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	NC	NC	35371	NC	NC	96	NC	NC	512	NC	NC	10	NC	NC	20	NC	NC	54	NC	NC	16
Students with Disabilities	40	40	9097	571	571	106	484	484	493	53	53	39	26	26	27	16	16	29	5	5	5
Students without Disabilities	NC	NC	67105	NC	NC	100	NC	NC	506	NC	NC	18	NC	NC	24	NC	NC	47	NC	NC	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	40	40	24961				484	484	495	53	53	32	26	26	30	16	16	34	5	5	4
Non-Economically Disadvantaged	NC	NC	51241				NC	NC	509	NC	NC	14	NC	NC	22	NC	NC	51	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	40	74692	95	95	99	449	449	502	45	45	18	42	42	27	13	13	47	0	0	8
All Students (Prior Year)	38	38	70710	NA	NA	NA	460	460	512	53	53	17	20	20	26	20	20	42	7	7	16
Female	24	24	36710	100	100	99	457	457	509	41	41	14	41	41	26	18	18	50	0	0	10
Male	16	16	37742	89	89	98	438	438	495	50	50	22	44	44	28	6	6	44	0	0	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	28	28	27492	100	100	96	448	448	486	46	46	27	42	42	32	12	12	38	0	0	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	NC	NC	34785	NC	NC	94	NC	NC	517	NC	NC	10	NC	NC	23	NC	NC	56	NC	NC	11
Students with Disabilities	39	39	8428	557	557	98	449	449	472	46	46	38	41	41	30	14	14	29	0	0	3
Students without Disabilities	NC	NC	66264	NC	NC	99	NC	NC	503	NC	NC	17	NC	NC	27	NC	NC	48	NC	NC	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	39	39	24507				449	449	480	46	46	31	41	41	33	14	14	33	0	0	3
Non-Economically Disadvantaged	NC	NC	50185				NC	NC	511	NC	NC	13	NC	NC	24	NC	NC	53	NC	NC	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	71167	98	98	99	418	418	463	77	77	38	21	21	41	2	2	14	0	0	7
All Students (Prior Year)	30	30	66213	NA	NA	NA	404	404	459	81	81	39	19	19	40	0	0	14	0	0	7
Female	23	23	34825	100	100	99	405	405	462	90	90	38	10	10	42	0	0	14	0	0	6
Male	23	23	36047	96	96	99	430	430	464	64	64	38	32	32	39	5	5	15	0	0	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	33	33	23643	94	94	97	413	413	445	83	83	53	17	17	37	0	0	8	0	0	2
Asian/Pacific Islander	NC	NC	1503	NC	NC	100	NC	NC	493	NC	NC	18	NC	NC	40	NC	NC	23	NC	NC	19
American Indian/Alaskan Native	NC	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	NC	NC	35245	NC	NC	95	NC	NC	476	NC	NC	26	NC	NC	45	NC	NC	19	NC	NC	10
Students with Disabilities	46	46	8095	115	115	104	418	418	426	77	77	69	21	21	25	2	2	5	0	0	1
Students without Disabilities	--	--	63072	0	0	99	--	--	464	--	--	37	--	--	41	--	--	15	--	--	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	46	46	17057				418	418	440	77	77	58	21	21	34	2	2	6	0	0	2
Non-Economically Disadvantaged	--	--	54110				--	--	468	--	--	33	--	--	43	--	--	16	--	--	8

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	47	71100	100	100	99	476	476	502	48	48	25	29	29	21	24	24	40	0	0	15
All Students (Prior Year)	30	30	66144	NA	NA	NA	478	478	504	44	44	24	24	24	20	28	28	40	4	4	16
Female	23	23	34801	100	100	99	471	471	505	52	52	21	33	33	22	14	14	42	0	0	15
Male	24	24	36010	100	100	99	481	481	499	43	43	28	24	24	20	33	33	38	0	0	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	34	34	23630	97	97	96	472	472	485	52	52	37	28	28	25	21	21	32	0	0	6
Asian/Pacific Islander	NC	NC	1509	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	14	NC	NC	46	NC	NC	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	NC	NC	35198	NC	NC	95	NC	NC	515	NC	NC	15	NC	NC	18	NC	NC	47	NC	NC	21
Students with Disabilities	47	47	8121	117	117	105	476	476	470	48	48	55	29	29	20	24	24	21	0	0	4
Students without Disabilities	--	--	62979	5	5	99	--	--	503	--	--	23	--	--	21	--	--	41	--	--	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	47	47	17040				476	476	483	48	48	40	29	29	25	24	24	29	0	0	6
Non-Economically Disadvantaged	--	--	54060				--	--	507	--	--	20	--	--	20	--	--	43	--	--	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	47	69001	100	100	96	472	472	490	29	29	17	50	50	37	21	21	45	0	0	1
All Students (Prior Year)	29	29	63579	NA	NA	NA	463	463	493	40	40	15	44	44	42	16	16	41	0	0	2
Female	23	23	34086	100	100	97	473	473	496	24	24	13	57	57	36	19	19	51	0	0	1
Male	24	24	34644	100	100	95	472	472	484	33	33	22	43	43	39	24	24	38	0	0	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	34	34	22656	97	97	92	469	469	476	34	34	27	52	52	43	14	14	30	0	0	0
Asian/Pacific Islander	NC	NC	1472	NC	NC	98	NC	NC	507	NC	NC	8	NC	NC	30	NC	NC	60	NC	NC	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	NC	NC	34501	NC	NC	93	NC	NC	500	NC	NC	10	NC	NC	34	NC	NC	55	NC	NC	1
Students with Disabilities	47	47	7386	117	117	95	472	472	459	29	29	46	50	50	37	21	21	17	0	0	0
Students without Disabilities	--	--	61615	5	5	97	--	--	491	--	--	16	--	--	37	--	--	45	--	--	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	47	47	16383				472	472	472	29	29	30	50	50	43	21	21	26	0	0	0
Non-Economically Disadvantaged	--	--	52618				--	--	494	--	--	14	--	--	36	--	--	49	--	--	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	17	57534	94	94	91	459	459	491	79	79	46	7	7	16	14	14	23	0	0	15
All Students (Prior Year)	--	--	51010	--	--	NA	--	--	483	--	--	45	--	--	20	--	--	23	--	--	11
Female	NC	NC	28155	NC	NC	90	NC	NC	491	NC	NC	47	NC	NC	16	NC	NC	24	NC	NC	14
Male	NC	NC	28932	NC	NC	89	NC	NC	491	NC	NC	46	NC	NC	15	NC	NC	23	NC	NC	16
African American	NC	NC	2558	NC	NC	86	NC	NC	475	NC	NC	64	NC	NC	15	NC	NC	16	NC	NC	6
Hispanic	12	12	17547	100	100	86	459	459	475	70	70	64	10	10	15	20	20	15	0	0	6
Asian/Pacific Islander	--	--	1395	--	--	96	--	--	519	--	--	22	--	--	16	--	--	28	--	--	35
American Indian/Alaskan Native	NC	NC	3794	NC	NC	91	NC	NC	468	NC	NC	72	NC	NC	13	NC	NC	12	NC	NC	3
White	NC	NC	29790	NC	NC	86	NC	NC	501	NC	NC	34	NC	NC	17	NC	NC	29	NC	NC	20
Students with Disabilities	17	17	5562	567	567	93	459	459	461	79	79	79	7	7	10	14	14	8	0	0	3
Students without Disabilities	--	--	51972	--	--	90	--	--	492	--	--	45	--	--	16	--	--	24	--	--	15
Limited English Proficient Students	--	--	5467	--	--	111	--	--	458	--	--	87	--	--	7	--	--	5	--	--	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	17	17	10446				459	459	472	79	79	70	7	7	13	14	14	13	0	0	4
Non-Economically Disadvantaged	--	--	47088				--	--	495	--	--	42	--	--	16	--	--	26	--	--	17

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	15	56700	83	83	89	488	488	512	36	36	15	27	27	23	27	27	52	9	9	10
All Students (Prior Year)	--	--	50525	--	--	NA	--	--	517	--	--	12	--	--	22	--	--	51	--	--	15
Female	NC	NC	27862	NC	NC	89	NC	NC	517	NC	NC	12	NC	NC	22	NC	NC	54	NC	NC	12
Male	NC	NC	28398	NC	NC	88	NC	NC	507	NC	NC	19	NC	NC	24	NC	NC	49	NC	NC	9
African American	NC	NC	2529	NC	NC	85	NC	NC	495	NC	NC	24	NC	NC	31	NC	NC	41	NC	NC	4
Hispanic	11	11	17305	92	92	85	488	488	494	38	38	24	25	25	31	25	25	41	13	13	4
Asian/Pacific Islander	--	--	1382	--	--	95	--	--	530	--	--	6	--	--	17	--	--	59	--	--	17
American Indian/Alaskan Native	NC	NC	3815	NC	NC	91	NC	NC	489	NC	NC	29	NC	NC	35	NC	NC	35	NC	NC	2
White	NC	NC	29209	NC	NC	84	NC	NC	525	NC	NC	9	NC	NC	17	NC	NC	59	NC	NC	15
Students with Disabilities	15	15	5215	500	500	87	488	488	478	36	36	43	27	27	29	27	27	25	9	9	2
Students without Disabilities	--	--	51485	--	--	89	--	--	513	--	--	15	--	--	23	--	--	52	--	--	11
Limited English Proficient Students	--	--	5378	--	--	109	--	--	471	--	--	48	--	--	36	--	--	15	--	--	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	15	15	10358				488	488	492	36	36	26	27	27	33	27	27	37	9	9	4
Non-Economically Disadvantaged	--	--	46342				--	--	516	--	--	13	--	--	21	--	--	54	--	--	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	20	55090	111	111	87	443	443	479	50	50	16	0	0	13	50	50	70	0	0	0
All Students (Prior Year)	--	--	50572	--	--	NA	--	--	481	--	--	14	--	--	23	--	--	63	--	--	1
Female	10	10	27752	111	111	89	474	474	483	25	25	13	0	0	12	75	75	75	0	0	0
Male	10	10	26842	111	111	83	412	412	474	75	75	20	0	0	15	25	25	65	0	0	0
African American	--	--	2336	--	--	78	--	--	464	--	--	25	--	--	14	--	--	62	--	--	0
Hispanic	16	16	16391	133	133	81	439	439	458	54	54	28	0	0	16	46	46	56	0	0	0
Asian/Pacific Islander	--	--	1356	--	--	93	--	--	499	--	--	7	--	--	9	--	--	83	--	--	2
American Indian/Alaskan Native	NC	NC	3731	NC	NC	89	NC	NC	446	NC	NC	37	NC	NC	16	NC	NC	47	NC	NC	0
White	NC	NC	29053	NC	NC	84	NC	NC	492	NC	NC	8	NC	NC	12	NC	NC	79	NC	NC	0
Students with Disabilities	20	20	4141	667	667	69	443	443	436	50	50	47	0	0	18	50	50	35	0	0	0
Students without Disabilities	--	--	50949	--	--	89	--	--	479	--	--	16	--	--	13	--	--	71	--	--	0
Limited English Proficient Students	--	--	4711	--	--	96	--	--	422	--	--	61	--	--	13	--	--	26	--	--	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	20	20	10168				443	443	453	50	50	32	0	0	18	50	50	50	0	0	0
Non-Economically Disadvantaged	--	--	44922				--	--	484	--	--	13	--	--	13	--	--	73	--	--	0

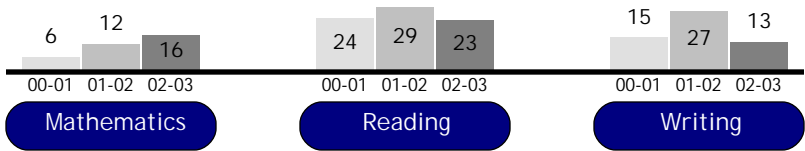
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

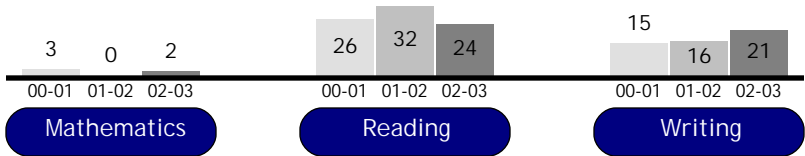
3rd Grade Proficiency



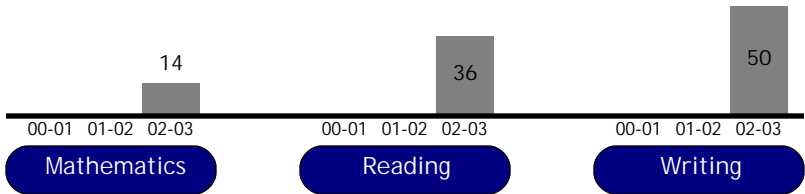
5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	22	22	53	100	30	30	44	76	33	33	50
	Language	90	17	17	45	100	23	23	39	99	30	30	43
	Mathematics	92	27	27	56	100	37	37	52	99	44	44	57
3	Reading	91	23	23	50	95	23	23	43	100	33	33	47
	Language	94	23	23	55	95	29	29	50	100	34	34	54
	Mathematics	97	22	22	53	97	31	31	50	100	20	20	54
4	Reading	76	27	27	55	93	29	29	47	98	29	29	52
	Language	79	26	26	50	93	31	31	45	100	29	29	48
	Mathematics	79	22	22	56	93	32	32	52	100	29	29	57
5	Reading	100	23	23	51	100	31	31	46	97	31	31	50
	Language	94	19	19	46	100	24	24	43	95	27	27	46
	Mathematics	97	21	21	56	100	27	27	54	97	31	31	57
6	Reading	98	36	36	54	93	28	28	49	97	28	28	53
	Language	98	23	23	46	93	24	24	42	100	21	21	45
	Mathematics	98	32	32	61	95	39	39	58	100	26	26	62
7	Reading	94	26	26	53	100	33	33	48	96	24	24	51
	Language	88	21	21	55	100	32	32	51	98	34	34	54
	Mathematics	88	22	22	57	100	33	33	54	98	25	25	58
8	Reading	100	36	36	55	100	28	28	49	95	38	38	53
	Language	100	18	18	50	100	19	19	46	98	25	25	49
	Mathematics	100	21	21	57	100	26	26	54	100	35	35	58
9	Reading	--	--	--	43	100	25	25	37	95	21	21	41
	Language	--	--	--	41	100	19	19	38	100	17	17	42
	Mathematics	--	--	--	59	100	42	42	56	100	27	27	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Academy has gone to great lengths to secure the facilities for our youth. Upon entrance to the school, automatic security doors have been installed to monitor all outside guests and visitors.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

30

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Luis Peters	(520) 741-7900
Transportation Policy	Sylvia Enriquez	(520) 741-7900
Community Resources	Naomi Borboa	(520) 741-7900
School Nutrition Programs	Tammy Cohen	(520) 591-6568
Parent Organization	Rebecca Ezzre	(520) 741-7900
Student Health/Nurse	Diana Young	(520) 741-7900

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards